

## **Holy Trinity Primary School A Church of England Academy**

### **Curriculum Statement**

Holy Trinity School seeks to deliver a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum is progressive inclusive and responsive to the needs of the children and the community served by the school.

The curriculum incorporates the statutory requirements of the new National Curriculum 2014 along with many other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. We have a curriculum which is creative and has Writing and Science, Technology, Engineering and Maths (STEM) cross curricular threads running through to ensure links are made along with continuity and progression.

Holy Trinity has undertaken research to inform practice and the provision for PE and has used the outcome of this research to inform teaching and learning of fitness skills. In addition, research that aerobically fit children achieve better outcomes and our soft intelligence that tells us a number of children live in apartment without any outdoor facilities. This has informed the decision to undertake 1k a day in all year groups Year 1 – 6 and use the outdoor environment regularly for learning activities.

The curriculum delivered to the children between the ages of 3 and 11 will incorporate **3 main broad strands:**

- 1 The National Curriculum, where relevant, including a programme of Religious Education following “The Wakefield Diocesan and Calderdale Syllabuses” and the National curriculum primary framework, 2014 and EYFS statutory framework, 2014.
- 2 A programme of Social Moral, Spiritual and Cultural education will be planned as part of the NC delivery. There will also be some discrete SMSC work which will be taught mainly through our PSHCE curriculum. In the News lessons ensure children are aware of the world around them and develop as citizens of the 21<sup>st</sup> century.
- 3 The 20% of time at the discretion of the school will be used to enrich the curriculum by either allowing additional time for NC subjects or other activities that enhance the curriculum offered.

### **Early Years Foundation Stage**

Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum. This learning challenges children and encourages them to develop into independent, motivated learners and thinkers, full of curiosity about the world around them within a fun, happy and secure environment.

Our Early Years Foundation Stage curriculum is based on seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

- Maths
- Literacy
- Understanding of the World
- Expressive Arts and Design

Children have opportunities to explore, enquire and to take risks through practical, hands-on learning experiences. At Holy Trinity, we have a high quality outside learning environment which the children are able to use throughout the day.

### **The National Curriculum**

At Holy Trinity School we follow the National Curriculum primary framework, from Year 1 to Year 6. As an Academy, Holy Trinity does not have to follow the National Curriculum. However, to ensure continuity and progression the NC is used as a base for the curriculum for the pupils of Holy Trinity. Our curriculum design is based firmly on the principles of good learning matched to the specific needs of the children in our school.

Our curriculum design is based firmly on the principles of good learning matched to the specific needs of the children in our school. To ensure the curriculum meets the needs of pupils at Holy Trinity teachers and subject managers plan together to identify amendments to objectives that need to be made.

Science discovery days, educational visits, the cooking kitchen, Forest activities in Trinity woods, school vegetable garden, reflection garden along with whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology. Latest technology is evaluated prior to implementation and used appropriately. All Y6 children have IPADS to support their learning.

The outdoor environment and the local community are used as an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas and we have both a woodland area (with pond) and school garden.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, festivals, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility and values as future citizens is at the heart of all our teaching and learning.

- There are **Policies** for all curriculum areas which are written in a similar format. They each recognise the importance of maintaining a safe environment for our children. Staff and pupils are aware of the Health and Safety issues associated with the different curriculum areas. All children have equal access to the different curriculum areas and all policies are assessed for Equality Impact. All children are encouraged to follow up schoolwork at home. This may range from learning their spellings and new words to doing individual research associated with their topic.

- **Learning organisers** are in place to ensure breadth and balance of curriculum content and provision and these are shared with children and parents. Long and Medium Term planning and Key Stage monitoring ensure that this works effectively.
  
- **Assessment** of work undertaken is carried out through summative and formative assessment:
  - Staff completing end of unit tracking using an online system (Classroom Monitor)
  - Children completing achievement activities in all subjects RE (in reflection journals), English, Maths and Science three times a year which are moderated against age related expectations.
  - Staff discussions and agreement of levelling work
  - SATs
  - Phonics screening
  - Moderated work at the end of KSI by the local authority
  
- Parents are encouraged to support children in home based tasks appropriate to their age. The school supports parents in this activity by providing them with information of the work planned. Homework Challenges are sent home each half term to support parents with ideas of ways to support their child at home.
  
- Children with specific **SEN** have SEN Support Plans which identify the work they are to cover. Progression and the development of appropriate skills is ensured through collective planning. A register of children with SEN is maintained according to The Code of Practice.
  
- A register of children who are **Most Able** has been compiled by the G&T co-ordinator in consultation with all teaching staff. Appropriately challenging work is identified and the curriculum is enriched by visiting groups
  
- **Collective Worship** is carried out every day. This is organised by class, key-stage or whole school.

Reviewed date: September 2017

Approved by Governors: October 2017

To be reviewed: September 2019